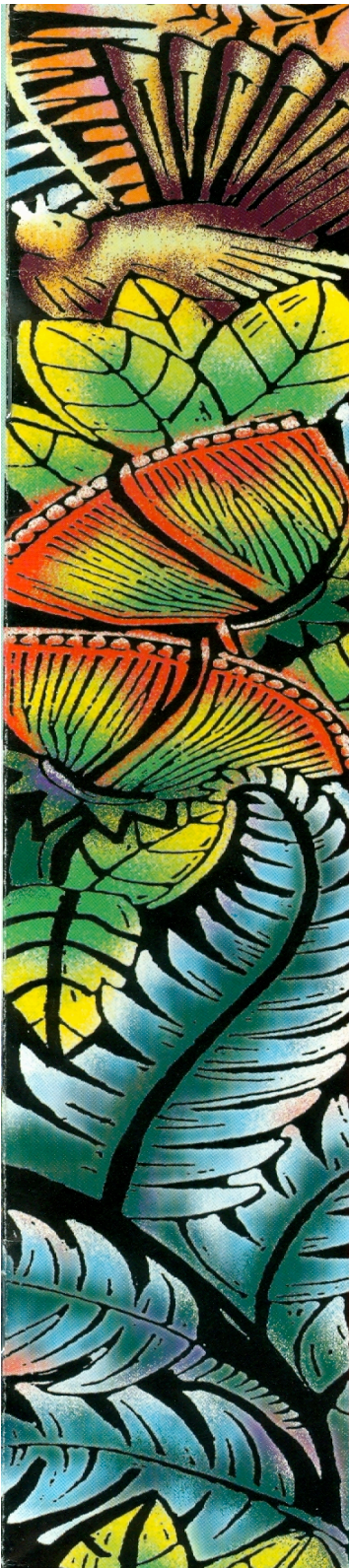




THE UNIVERSITY OF
AUCKLAND
Te Whare Wānanga o Tāmaki Makaurau
NEW ZEALAND

2017

FACULTY OF EDUCATION AND SOCIAL WORK



Bachelor of Education (Teaching) Primary Specialisation

Practicum Brief

EDPRAC 201 The Professional Teacher: Primary 2

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EDPRAC 201 – The Professional Teacher: Primary 2

Student	Name:	
School	Name: Office Ph:	
Principal	Name:	
Associate teacher + Class Level	Name: Ph: Email:	Class level:
Professional Supervisor	Name: Ph: Email:	

Overview of Practicum Courses in the BEd (Tchg) Primary

Year 1 - EDPRAC 101 (15 points)	A four-week assessed practicum - 1 day of full responsibility for the learning programme	
Year 2 - EDPRAC 201 (15 points)	A five-week assessed practicum - 7 days of full responsibility for the learning programme	
Year 3 - EDPRAC 305 (30 points)	Part A: A three-week placement at the beginning of the school year	Part B: A seven-week assessed practicum - 15-20 days of full responsibility for the learning programme

Important notes for student teachers

- **Attendance at on-campus lecture sessions...**

All EDPRAC courses consist of two components for student teachers: an on-campus taught component and a practicum placement in schools. Your on-campus lectures are structured to prepare you for your school practicum placement. These lectures are an important and integral part of preparing you for the practicum and your future as a professional teacher. In our experience, students who miss lectures are often inadequately prepared for their school practicum placement.

We reserve the right to not allow you a school practicum placement where we determine that you are not sufficiently prepared. This could result in failure of the practicum course in which you are enrolled. Should exceptional circumstances arise regarding attendance, student teachers need to contact their practicum course lecturer directly as soon as possible.

- **English Language Skills Assessment: DELNA Requirements...**

Students who have not met this language requirement will **not be able to go out on their final practicum**. Further information please refer to the programme handbook - <http://www.education.auckland.ac.nz/en/about/programmes/programme-handbooks.html>

- **All practicum related meetings on school sites are only able to include student teachers, university professional supervisors, and school staff. There can be no exception.**

- **During practicum, student teachers must have their student ID cards with them at all times.**

EDPRAC 201: Summary of student teacher requirements

Before EDPRAC 201, I have....

• attended all EDPRAC 201 on-campus sessions	1	2	3	4	5	6	7	8	9
• read this Practicum Brief and familiarised myself with the LOs and requirements for EDPRAC 201									
• organised my practicum file with clearly labelled sections									
• ensured my previous year's e-portfolio requirements are up to date									
• made contact with my school/ associate teacher (AT) and professional supervisor (PS) by email and sent private link to Ko wai au	AT					PS			
• completed Compulsory Tasks (1) and (2)	Task 1:					Task 2:			

During EDPRAC 201, I have...

Observation Focus 1: Developing familiarity with classroom learning environment • documented information relating to the classroom environment									
Observation Focus 2: The teaching process in specific curriculum areas • documented, and discussed at least 6 observations of my AT's teaching	1	2	3	4	5	6			
Observation Focus 3: Noticing, recognising and responding to children's learning documented discussion with my associate teacher about: purposes of assessment; storage/recording methods used; analysis of and responses to information collected • collected/analysed assessment information for three groups of children: _____ • collected/analysed assessment information for three groups of children: _____ • discussed assessment analyses with my associate teacher	Gp 1 Gp 1	Gp 2 Gp 2	Gp 3 Gp 3						
Assessing, planning, teaching, evaluating Focus 1: multiple groups • planned, taught, and evaluated lesson sequences for three groups in _____ • planned, taught, and evaluated lesson sequences for three groups in _____	Gp 1 Gp 1	Gp 2 Gp 2	Gp 3 Gp 3						
Assessing, planning, teaching, evaluating Focus 2: larger groups/whole class • used collected/analysed assessment information to inform planned lesson sequences for larger groups/ whole class in <i>at least 2</i> curriculum areas • taught and evaluated <i>at least 2</i> lesson sequences for larger groups/whole class • documented discussion with my associate teacher about relationships between assessment, planning, teaching & evaluating	1 1	2 2							
• documented my own short-term/weekly planning (x5)	Wk 1	2	3	4	5				
• read aloud to children <u>and</u> compiled and filed a 'Reading Log' • administered and analysed two Running records (or PROBES)	_____ times 1	Log _____ 2							
Reflecting on personal practice: • discussed my 'Next Steps' with my associate teacher and documented these • reflected on my personal practice using the professional reflection framework (x 3)	1 1	2 2	3 3	4	5				

Towards the end of EDPRAC 201, I have...

• taken full responsibility in the teacher's role for a minimum of 7 consecutive days									
• discussed with the principal, my AT, and professional colleagues the broader dimensions of school life that impact on the teacher's role - made notes from these discussions									
• completed ST Self-assessment Report Forms prior to the professional conversation	1	2	3	4					
• contributed to my assessment for EDPRAC 201 during the professional conversation, including referencing and justifying three pieces of evidence re LO2 stored in "My Portfolio"	1	2	3						
• completed my Reflective Summary and emailed this to my professional supervisor in preparation for my end-of-practicum debrief meeting									
• met with my professional supervisor post-practicum to share my Reflective Summary and to confirm my final grade									
• submitted all paperwork to the Practicum Office									

The purpose of EDPRAC 201

Practicum learning outcomes are based upon four recurring themes:

- forming professional relationships – including effective communication
- focusing on purposeful teaching and learning
- being a professional teacher in Aotearoa New Zealand
- understanding the complexity of the teacher's role and the educational context

It is intended that these themes be explored in greater depth both through the on-campus sessions and in each consecutive practicum placement.

EDPRAC 201 provides an opportunity for student teachers to focus on effective pedagogical practice that promotes the learning of children. It has a specific focus on:

- effective communication and relationships with children, colleagues, families and whanau
- how pedagogical practice optimises children's learning and is informed by theory, research and practice
- the behaviour and dispositions expected of professional teachers in Aotearoa New Zealand
- teaching in relation to contextual factors.

Overview of requirements

During EDPRAC 201 student teachers will be required to work towards teaching the whole class and to take **full responsibility** of the teacher's role for a **minimum of seven consecutive days**.

Full-class responsibility during EDPRAC 201 requires the student teacher to organise, manage, plan for and teach the class using the associate teacher's long-term plans and assessment information as a foundation for this. It is important that student teachers **work in collaboration with their associate teachers** to interpret the long term plans and construct a teaching/learning programme for the seven days that clearly shows a 'flavour' which is their own. This must not, however, compromise the intent and aim of the associate teacher's long-term plans.

My Plan for completing EDPRAC 201 practicum requirements – as negotiated with AT			
Practicum Week	Student teacher activity	Associate teacher (AT) activity	Professional Supervisor (PS) appointments
Week 1 8-12 May	<ul style="list-style-type: none"> Observation Focus 1 <ul style="list-style-type: none"> discuss findings with AT at end of week Negotiate time frame for addressing practicum requirements with AT including 7 days full responsibility <ul style="list-style-type: none"> complete plan Observation Focus 2 - begin focussed observations of the teaching process <ul style="list-style-type: none"> discussions with AT record conclusions and considerations Arrange a time to meet with AT to discuss assessment Observation Focus 3 – begin observing & assessing learners in groups during learner / associate teacher interactions <ul style="list-style-type: none"> analysis of information discussed with AT 	<p>Discuss practicum requirements with ST – negotiate time frame for addressing these</p> <p>Share pertinent planning, class and school information</p> <p>Arrange times for ST to observe discuss my teaching (Observation Focus 2)</p> <p>Arrange a time to meet with ST to discuss assessment</p> <p>Arrange times for ST to observe/assess/discuss learners' learning (Observation Focus 3)</p>	Initial visit to meet AT, ST - clarify practicum requirements, and arrange time for observation visit
Week 2 15-19 May	<ul style="list-style-type: none"> Observation Focus 2 continued... the teaching process <ul style="list-style-type: none"> discussions with AT record conclusions and considerations Observation Focus 3 continued... observing & assessing learners in groups during learner / associate teacher interactions <ul style="list-style-type: none"> analysis of information discussed with AT Assessing/planning/teaching/evaluating Focus 1: Multiple groups – Reading/Maths <ul style="list-style-type: none"> use analysed assessment information to begin planning, teaching, evaluating lesson sequences Reflection #1 completed/discussed and sent to PS for feedback 		
Week 3 22-26 May			
Week 4 29 May – 2 June		<p>Draft preliminary comments for student teacher assessment report prior to professional conversation</p>	<p>PS visits to observe student teacher teaching, provides feedback, facilitates professional conversation</p>
Week 5 6-9 June	<ul style="list-style-type: none"> Share Reflective Summary with PS during debriefing Take completed Assessment Reports to Practicum Office 	<p>Complete student teacher's report form and discuss with student teacher</p>	<p>PS debriefs student teacher, shares final assessment report, confirms final grade – end of/ post practicum</p>

NB – This practicum brief and templates to support student teacher completion of practicum requirements are available to associate teachers at...

<http://www.education.auckland.ac.nz/en/about/schools-departments/ldpp/practicum/practicum-primary/primary-resources.html>

Assessment of practicum

For the successful completion of EDPRAC 201 you will:

- attend EDPRAC 201 on-campus sessions and complete assigned course work
- complete the requirements of EDPRAC 201 (a five week assessed practicum):
 - make contact with your school/ associate teacher/professional supervisor prior to the practicum
 - become fully involved in the teaching/learning context
 - engage in professional dialogue with your associate teacher throughout your practicum
 - undertake focussed observations, discuss and analyse findings, identify and address 'Next Steps' to inform your own planning and teaching
 - maintain professional documentation to a satisfactory standard
 - utilise reflection on your own practice to take action to refine and develop your teaching practice
 - work towards teaching large groups/the whole class and have full responsibility for a **minimum of 7 consecutive days**
 - complete your self-assessment report prior to your professional conversation
 - contribute to your assessment for EDPRAC 201 during the professional conversation
 - meet the four learning outcomes of EDPRAC 201 (inclusive of specified GTS aspects) to the satisfaction of your associate teacher and professional supervisor.

The final decision about pass/fail will be made and recorded by the professional supervisor on the basis of the documentation and material supplied as evidence of your achievement of the learning outcomes (inclusive of specified GTS aspects), when you return to the Faculty.

The professional conversation

**Refer Practicum Assessment (Practicum Handbook, pp.17-19)*

Towards the end of the practicum, **your professional learning** will be assessed during a three-way professional conversation between you, your associate teacher and your professional supervisor.

Before the professional conversation:

- both you and your associate teacher should each complete a pre-assessment of your professional learning, as demonstrated at that time, using the assessment reports provided

During the professional conversation:

- you, your associate teacher and your professional supervisor will each contribute his/her informed professional judgement of your work in relation to the learning outcomes, as demonstrated through the assessment criteria
- while the professional conversation is facilitated by your professional supervisor, it is expected that you will lead the discussion relating to **Learning Outcome 2** (inclusive of specified GTS aspects) by referencing **at least three examples of evidence** from this practicum uploaded to your e-portfolio as evidence of your achievement and providing a brief justification for their selection

Following the professional conversation:

- The professional supervisor records the provisional assessment.

LEARNING OUTCOME (1) & PRACTICE INDICATORS

**Details of general and specific teaching requirements can be found on pages 11 - 17.*

Learning Outcome 1:	Assessment Criteria	Practice Indicators
<p>Communicate effectively with children and adults and establish professional relationships within the school community</p> <p>Key questions (for STs) <i>In what ways have you demonstrated effective communication with children, colleagues, parents/whānau?</i></p> <p><i>How have you demonstrated your ability to establish and maintain professional relationships within the school and its community?</i></p> <p>GTS: aspects of 6</p>	<p>1.1 effective communication with children, colleagues, parents/whānau is practised consistently and reflected upon regularly</p> <p>1.2 effective professional relationships within the educational community of the school are practised consistently</p>	<p>Student teachers who communicate effectively:</p> <ul style="list-style-type: none"> - write, speak and read fluently and accurately in English or Māori - adjust their communications in consideration of purpose, audience, context or learners' needs (e.g during 'read-alouds') - use appropriate listening skills/body language - use te reo Māori authentically - reflect on the effectiveness of their communication with children, colleagues, parents/whānau <p>Student teachers who establish effective professional relationships:</p> <ul style="list-style-type: none"> - work collaboratively and positively treating children and adults with respect - develop equitable relationships - seek feedback from their AT and accept and act on advice given - reflect on their own use of communication in establishing and maintaining professional relationships and their demonstration of Whanaungatanga and Manaakitanga within the class school/community

Signed: _____

***In addition to meeting the learning outcomes, you must demonstrate an acceptable level of English language competency. Your professional supervisor and associate teacher must be satisfied that your written and spoken English meets the professional standards required of a New Zealand primary teacher.**

LEARNING OUTCOME (2) & PRACTICE INDICATORS

**Details of general and specific teaching requirements can be found on pages 11 - 17.*

Learning Outcome 2.	Assessment Criteria	Practice Indicators
<p>Demonstrate effective pedagogical practice that promotes children's learning and is informed by theory, research and practice</p> <p>Key questions (for STs) As you observe, assess, plan, teach and evaluate children's learning and your own teaching, consider: <i>What are the different ways a teacher notices, recognises and responds in order to promote children's learning?</i> <i>What have you learnt about the specific requirements of your diverse learners?</i> <i>'How effective was your teaching in promoting children's learning?'</i> <i>'What does this mean for your developing pedagogy?'</i></p> <p>GTS: aspects of 1 2 4 5</p>	<p>2.1 planning is informed by: -discussion about and thoughtful analysis of focussed observations and assessment information -relevant curriculum and policy documents, theory, research and MoE initiatives</p> <p>2.2 inclusive practices are identified when planning for learning</p> <p>2.3 a variety of teaching/learning approaches to promote children's learning are selected in an informed manner when planning, enacted in teaching and evaluated in an ongoing manner</p> <p>2.4 children's learning is monitored, analysed and evaluated using specified assessment procedures</p> <p>2.5 Sequential teaching/learning experiences are planned, implemented, assessed and evaluated (across a range of curriculum areas) with multiple groups, larger groups and the class</p> <p>2.6 a range of strategies for managing the learning environment are demonstrated positively, fairly and consistently and justified with regard to their effectiveness within the specific context</p>	<p>Student teachers who demonstrate effective pedagogical practice:</p> <ul style="list-style-type: none"> - analyse and discuss regular ongoing observations of, and by, their associate teacher - collect, analyse and utilise assessment information to inform the planning of lessons/ lesson sequences - can conduct and analyse a Running record (or PROBE test) - thoughtfully select and incorporate a variety of teaching approaches within lessons/lesson sequences which are tailored to address children's specific learning interests and abilities, guided by relevant curriculum documents, theory, research, and Ministry of Education initiatives - incorporate 'assessment for learning' procedures and monitor and analyse resulting assessment data in an ongoing manner - implement a range of strategies for positively managing the learning environment and justify their selection of these - evaluate and document the effectiveness of their own teaching in an ongoing manner by seeking feedback from their associate teacher and identifying and addressing their 'next steps' - begin to justify, evaluate and reflect on personal practice with reference to theories of learning and inclusive teaching approaches - explore the principles and purpose of assessment for learning in discussion with their associate teacher - take full responsibility for planning, teaching and managing the learning programme in the associate teacher's place for at least 7 consecutive days.

Signed: _____

LEARNING OUTCOME (3) & PRACTICE INDICATORS

**Details of general and specific teaching requirements can be found on pages 11 - 17*

Learning Outcome 3:	Assessment Criteria	Practice Indicators
<p>Consistently demonstrate the behaviour and dispositions expected of a professional teacher in Aotearoa New Zealand</p> <p>Key questions (for STs)</p> <p><i>In what ways are you demonstrating what it is to be a professional teacher in Aotearoa New Zealand?</i></p> <p><i>How have you demonstrated engagement in your own professional learning during this practicum?</i></p> <p>GTS: aspects of 7</p>	<p>3.1 positive personal and professional requirements stipulated by the Education Council <i>Fit to be a Teacher Criteria</i> are demonstrated appropriately</p> <p>3.2 responsibilities to Māori learners are recognised and implications for teachers' practice are identified and discussed</p> <p>3.3 next steps' for practicum-related professional learning are identified through own and others' evidence and actioned to refine practice</p> <p>3.4 opportunities for professional growth are recognised, actioned and critically reflected upon</p>	<p>Student teachers who demonstrate appropriate professional responsibilities:</p> <ul style="list-style-type: none"> - attend on-campus sessions - demonstrate their professional responsibility including using initiative, being consistently punctual and well-prepared - professionally document their involvement in teaching and learning - engage regularly in professional discussions, ask questions, accept feedback and critically reflect on their own practice - discuss with professional colleagues the different ways responsibility to Māori and issues of diversity have implications for them as a teacher - develop and address 'next steps' with support from their associate teacher - discuss how the professional expectations and dispositions required by the Education Council, Aotearoa NZ apply to them as a teacher - explain ways that their practice reflects what it means for them as a teacher in a bicultural nation - reflect regularly on their own teaching, learning and/or interactions arising from their practice that caused them uncertainty, and analyse these in detail - record notes from reflective discussions with their associate teacher in their practicum file and share these with their professional supervisor - complete at least three critical reflections using the framework provided, each focussing on an aspect of <u>their</u> personal practice – discuss these with their associate teacher and file in their practicum file

Signed: _____

LEARNING OUTCOME (4) & PRACTICE INDICATORS

**Details of general and specific teaching requirements can be found on pages 11 - 17*

Learning Outcome 4:	Assessment Criteria	Practice Indicators
<p>Explain factors within the school/community context which impact the work of teachers and own teaching</p> <p>Key question (for STs) <i>What contextual factors do teachers/you need to consider and manage when teaching in complex environments?</i></p> <p>GTS: aspects of 3</p>	<p>4.1 the implications of the social, cultural and political factors that impact on teaching are discussed and reflected upon in an informed manner</p>	<p>Student teachers who demonstrate their understanding of contextual factors:</p> <ul style="list-style-type: none"> - discuss with their associate teacher, professional colleagues and the principal (or her/his designate) the different ways that social, cultural and political factors in the wider school environment/community impact the teacher's role as a professional. - ask questions and make notes about contextual factors such as: <ul style="list-style-type: none"> o parent/whānau/community expectations o Government policy (eg priority learners) o The New Zealand Curriculum & Key Competencies (MoE, 2007) o school policy o educational achievement of Māori o equity and diversity - reflect on, and discuss with their associate teacher, the effectiveness of their response to the specific contextual factors they have encountered on practicum. - complete a Reflective Summary and share this with their professional supervisor as part of the debriefing process

Signed: _____

EDPRAC 201: Overview of on-campus sessions (Semester 1, 2017)

Week	In-class Content	Recommended Reading
Week 10 Epsom: Monday J1 4-5pm MIT: Tuesday MNO-208 10-11am	Lecture 1: Introduction to Practicum Curriculum Re-introduction to Practicum Handbook Professional Learning - What is learning at its best? - What is teaching at its best? A knowledge base for teaching - ' <i>teaching as inquiry</i> '	Course Overview and Practicum Handbook Literature: *Fraser & Hill (2015) Ch 2, 3, 4 NZC (MoE, 2007: 34-35)
Week 11	Lecture 2: Teaching as inquiry: "The teaching/learning cycle" i.e observing, assessing , planning, teaching, evaluating, reflecting FOCUSING INQUIRY - Observation - Assessment	Read Practicum Brief p. 6-13 - note questions Literature: *Fraser & Hill (2015) Ch 4, 8, 2 NZC (MoE, 2007: 34-35) Cowie & Bell (2007)
Week 12	Lecture 3: Teaching as inquiry: "The teaching/learning cycle" continued i.e observing, assessing, planning, teaching , evaluating, reflecting TEACHING INQUIRY - Planning strategies: the language of planning - Teaching strategies: teaching 'deliberately' - questioning	Read Practicum Brief p. 14 – 15 - note questions Literature: *Fraser & Hill (2015) Ch 4, 7, 3 NZC (MoE, 2007: 34-35)
Week 13	Lecture 4: Teaching as inquiry: "The teaching/learning cycle" continued i.e observing, assessing, planning, teaching , evaluating, reflecting TEACHING INQUIRY - Planning strategies: aligning planning decisions; types of planning - Teaching strategies: teaching 'deliberately' – giving feedback	Practicum Brief p. 14 - 15 Literature: *Fraser & Hill (2015) Ch 4, 3, 7
Week 14	Lecture 5: Teaching as inquiry: "The teaching/learning cycle" continued i.e observing, assessing, planning, teaching, evaluating, reflecting LEARNING INQUIRY - Evaluation of learners/ teaching - Reflecting on personal practice	Practicum Brief p. 14 - 16 Literature: *Fraser & Hill (2015) Ch 4, 3 Killen (2013) Ch 5
Week 15	Lecture 6: Managing learning environments	Literature: Tataiako (MoE, 2011: 8-11) Fraser & Hill (2015) Ch 5, 6, 12 Marzano & Marzano (2003) Hill & Sewell (2010)
Week 16	Lecture 7: Managing learning environments continued	Literature: *Fraser & Hill (2015) Ch 6, 9, 10
Week 17	FOED Break	
Week 18	Lecture 8: Teaching as a professional activity Professional Relationships	Literature: *Fraser & Hill (2015) Ch 13 Groundwater-Smith, Ewing & Le Cornu (2006) Ch 7
Week 19	Lecture 9: Revisiting EDPRAC 201 requirements Assessment of practicum - My Portfolio and the Professional Conversation	Re-read Practicum Brief p.2; p.6-9; p.11-17 Practicum Brief p.5; p.17
Weeks 20 - 24	EDPRAC 201 8 May – 9 June *Refer Practicum Brief for requirements and expectations during practicum Reading as required to inform practice & reflection	

Further Resources - refer to CANVAS for readings listed in **bold type**

* Recommended text available for purchase (hard copy or electronic copy) and also on Short Loan at Library –
Fraser, D., & Hill, M. (Eds.). (2016). *The professional practice of teaching* (5th ed). South Melbourne, Australia: Cengage.

EDPRAC 201 Practicum requirements for student teachers

Assigned requirements are designed to help you develop the knowledge, skills and competencies to undertake full responsibility for the class programme for seven consecutive days. They also assist you to gain an understanding of how a school operates and affects teachers' daily work.

Compulsory Task 1: Pre-practicum (refer Practicum Brief pp.6-9)

In the spaces provided on pages 6-9 of this practicum brief, identify and describe four ways that you could evidence your achievement of each learning outcome to optimise your professional learning. Share your work with a critical friend for further suggestions and feedback.

Criteria:

- four appropriate examples of evidence are identified for each learning outcome
- examples noted are designed to optimise own learning on practicum
- further suggestions and feedback from a critical friend are included

Share your completed task with your associate teacher and with your professional supervisor during her/his initial visit. It will be assessed by your professional supervisor as part of your practicum documentation.

Compulsory Task 2: Pre-practicum/ Week 1

(refer Practicum Brief p.4 and CANVAS Practicum Templates and materials)

Share your partially completed plan for addressing your EDPRAC 201 practicum requirements with your associate teacher and negotiate any changes required. The completed plan should be placed in the front of your practicum file/folder for future reference and to share with your professional supervisor during her/his initial visit. It will be assessed by your professional supervisor as part of your practicum documentation.

General practicum requirements

Maintaining documentation

You are expected to maintain a high standard of documentation as would be expected of a professional.

We encourage you to personalise your practicum file/folder and to organise it in a way that is meaningful for you but it could include the following clearly labelled sections:

- Pre-practicum Compulsory Tasks #1 and #2 NB: Task #1 – refer your practicum brief
- Faculty of Education information - practicum brief, Practicum Handbook, relevant handouts/notes
- School and classroom setting – special features, organisation, policies and procedures, notes from discussions with principal and other school colleagues
- Specific practicum tasks
i.e.: Observation, Assessing, Planning, Teaching, Evaluating and Reflecting tasks (see p.11 -17)
 - Short-term (weekly) planning – for the duration of the practicum (associate teacher's and own plans)
 - Long-term planning (lesson sequences) for groups, larger groups/ whole class
 - Professional Reflections and 'Next Steps' sheets
- Associate teacher's observations/feedback, notes from discussions with associate teacher
- Associate teacher's assessment information and planning e.g. term overviews/unit plans (copies)
- Resource materials developed/collected for personal teaching during practicum

'Read alouds' and Running Records

- Select and read appropriate pieces of children's literature (e.g. picture book, novel, big book, poetry, etc.) to the class **as often as possible**. Record the titles in a 'Reading Log' for future reference giving each a rating of 1-5.
- Arrange with your AT to administer and analyse **at least two running records** or, if you are working with older, more fluent readers, you may need to request that you administer and analyse **at least two PROBE tests**.
 - If possible, discuss your analyses and the 'where to next' decisions you make for each student with your AT.

Specific practicum requirements

Observing, planning, teaching, assessing, evaluating and reflecting

As stated in *The New Zealand Curriculum* (MoE, 2007, p. 34), “While there is no formula that will guarantee learning for every student in every context, there is extensive, well-documented evidence about the kinds of teaching approaches that consistently have a positive impact on student learning”. The evidence tells us that students learn best when teachers inquire into the impact of their teaching on their students. The cyclical process of “**teaching as inquiry**” (Aitken & Sinnema, 2008), discussed in our on-campus sessions for EDPRAC 201, provides the framework for the specific observation, planning, teaching, assessment, evaluation and reflection requirements for each of your practicum placements.

OBSERVING

*Refer *Guidelines for Focused Observations* (Practicum Handbook, p.13)

Summary:

During EDPRAC 201, you will complete and **document specific observations** that focus on:

- developing familiarity with the classroom learning environment
- your associate teacher’s teaching process in specific curriculum areas (assessing, planning, teaching, evaluating, reflecting)
- noticing, recognising and responding to assessment information for planning, teaching and learning
- eliciting, interpreting and acting upon assessment information for planning, teaching and learning

Observation Focus 1: Developing familiarity with the classroom learning environment

During the **first week** of the practicum use your own observations as well as opportunities to **ask children and your associate teacher questions** that will enable you to quickly discover the following:

- the composition of the class (note the diversity and range of learners within the class)
- what children are learning/have learnt
- how children’s learning is organised (e.g. class timetable, various groupings)
- what established classroom routines are in place (e.g. handing in completed work)
- how the classroom culture is established and maintained to foster the safety and wellbeing of the children
- the theories of learning on which your associate teacher bases his/her teaching and classroom practices

Record your findings about each aspect (above) and seek your associate teacher’s responses to your thinking about the following questions:

- How can a teacher effectively address the needs of diverse learners within the classroom?
- Which are the most important classroom routines to establish and maintain?
- What beliefs about learning and learners inform her/his teaching practice?

Observation Focus 2: The teaching process in specific curriculum areas

(i.e. assessing, planning, teaching, evaluating, reflecting)

Complete at least **six focussed observations of your associate teacher** in at least **three** curriculum areas using the observation form provided on CANVAS.

Before each observation:

- discuss the assessment information and planning process/steps used by your associate teacher in preparation for teaching the lesson
- identify a **focus question** for your observation of your associate teacher and discuss the intended learning and learning experiences that your associate teacher has planned for the lesson

During each observation:

- record **deliberate teacher actions** related to the **focus question** and the intended learning

Following each observation:

- discuss information collected from your observation with your associate teacher by asking carefully formulated questions to help clarify your understanding.
- record any conclusions and considerations you have drawn for your future practice as well as **your** 'next steps' (e.g. further observation, planning for teaching a group, leading a class session)

Observation Focus 3: Noticing, recognising and responding to children's learning

(i.e. observing & assessing learners during learner / associate teacher interactions)

Complete **six observations of your associate teacher teaching groups** in **two** curriculum areas (e.g. **three** Reading groups and **three** Maths groups) using the 'Notice, recognise and respond' template provided on CANVAS to document your observations.

Before beginning this task discuss the following aspects with your associate teacher:

- the different purposes of assessment, the different methods she/he uses to collect assessment information about children's learning during learner/teacher interactions, how and when the information is stored/recorded and how and when she/he analyses and responds to this information
- document this discussion

Before each observation, ask your associate teacher to:

- identify and explain the learning intentions and learning experiences for each lesson

During each observation:

Using a range of data sources (at least three), record on your template the following assessment information about individual children within each group as they interact with your AT and each other during the session:

- briefly describe what you **noticed** about each child's learning in relation to the learning intentions
- record key points that indicate achievement (i.e. evidence noted)
- identify what you **recognise** as being significant for each child and her/his learning
- identify how you will **respond** to the children in your planning and teaching; record key points/feedback for your future actions and direction

Following each observation:

- discuss your findings with your associate teacher
- In collaboration with your associate teacher identify '**next steps**' for the children's learning, and for your own teaching/learning (e.g. carrying out further observations, or negotiating further opportunities to plan, teach, assess, and evaluate).

ASSESSING, PLANNING, TEACHING, EVALUATING

**Refer Guidelines for Assessing, Planning, Implementing and Evaluating Learning and Teaching (Practicum Handbook, p.14)*

Summary:

During EDPRAC 201, you will be involved in addressing specific tasks, as outlined below, involving assessment, planning, teaching and evaluating. You will need to provide documented evidence of your:

-sequences of lessons for multiple groups of children in two curriculum areas and related assessment information

-sequences of lessons for larger groups of children/the whole class in two other curriculum areas and related assessment information

-short-term/weekly planning

- ❖ Present all planning to your associate teacher well in advance of the teaching sessions to allow sufficient time for modification.
- ❖ Use a planning format that includes clearly defined lesson components and is suitable for documenting **lesson sequences/longer-term** planning.
- ❖ Assess, plan, teach, and evaluate in as many areas of the curriculum as possible (**a minimum of four**) including, where possible, maths and reading.
- ❖ Include **multiple group management** (of three groups) within your practicum teaching experience.
- ❖ Gradually work towards taking full responsibility for planning, teaching and managing the whole class for 7 consecutive days.

Assessing/planning/teaching/evaluating Focus 1:

Sequences of lessons for multiple groups of children

(i.e. assessing learners during learner / teacher interactions)

Negotiate with your associate teacher to use the initial assessment information **you collected, documented and analysed** to plan, teach and evaluate 3-4 consecutive lessons for the same groups of children you observed in **Reading and Maths (e.g. three Maths and three Reading groups)**.

Before planning lesson sequences for multiple groups:

- review the assessment information you collected, documented and analysed previously (refer Observation focus 3)
- discuss and/or clarify key points for your future action and direction with your associate teacher
- use this information to inform your planning **giving consideration to individuals** within each group who might need particular teacher attention
- share your planning in advance with your associate teacher

During each lesson in the sequence:

- on the basis of **your interactions with the children** as you teach each lesson, continue to assess and evaluate **their learning (and your own teaching)** in an on-going manner

Following each lesson in the sequence:

- annotate each lesson plan to include new assessment information i.e. What did you **notice** about each child's learning? What do you **recognise** as being significant for each child and her/his learning?
- use this information and your evaluations to inform your subsequent lesson sequence planning and teaching i.e. How will you **respond** to these children in your planning and teaching?

Assessing/planning/teaching/evaluating Focus 2:

Sequences of lessons for larger groups and/or the whole class

(i.e. assessing learners using planned assessment activities)

In collaboration with your associate teacher, prepare a sequence of lessons (units/long-term plans) in **two other curriculum areas** that you will teach to larger groups and/or the whole class (i.e. other than Reading and Maths)

Before planning lesson sequences for larger groups/the whole class:

- discuss with your associate teacher the learning intentions/ success criteria for each lesson sequence
- discuss with your associate teacher **two** possible assessment activities that you might include in each sequence of lessons to gather **assessment information** from the large group/ the class, in relation to the intended learning intentions and success criteria
- share your planning in advance with your associate teacher

During each lesson in the sequence:

- on the basis of children's responses to your planned assessment activity/ies (i.e. assessment information/evidence), continue to assess and evaluate **your teaching (and their learning)** in an on-going manner

Following each lesson in the sequence:

- annotate each lesson plan to include new assessment information i.e. What **information/evidence*** did your planned assessment activity/ies **reveal/elicit** for you in relation to the learning intentions/success criteria? What **interpretation** can you make of this **information/evidence?** (*file samples of evidence)
- use this information and your evaluations to inform your subsequent lesson planning and teaching i.e. What future planning and teaching **actions** do you now need to take to enhance learning for these children?

****As you teach each lesson sequence, continue to discuss and/or clarify key points for your future action and direction with your associate teacher***

Document follow-up discussion with your associate teacher:

- What you have learnt about the ways these two types of assessment can be used to enhance children's learning? i.e. assessing learners during learner / teacher interactions and assessing learners using planned assessment activities
- What you have learnt about the relationship between assessing, planning, teaching and evaluating?

Short-term planning

- in consultation with your associate teacher, identify a planning format that is suitable for documenting **short-term/weekly** planning
- use this format to note both your associate teacher's and your own teaching responsibilities throughout the practicum
- show appropriate links between your short-term planning and long-term planning

Important note for Associate Teachers:

Student teachers should not be put in a vulnerable situation by being asked to relief-teach a class. Such requests are not appropriate and can impact on student teacher confidence. It is important that student teachers are provided with opportunities to observe and to be observed, and to receive feedback about their professional growth. It is a Ministry of Education requirement that a class remains under the supervision of an employed teacher at all times when a student teacher is placed in the school. This means that the associate teacher/or delegated alternate maintains the in loco parentis role and carries the responsibility for what occurs in that room.

REFLECTING ON PERSONAL PRACTICE

**Refer Teaching as Inquiry and Reflective Practice (Practicum Handbook, p.15)*

During this practicum you are required to **reflect regularly** on your own teaching practice and professional learning, as well as interactions arising from your practice that caused you uncertainty.

- Some of your reflective practice will take the form of **discussions** with your associate teacher, professional supervisor, and other colleagues. These discussions will help you to clarify your thinking, to make links to theory and research, to refine your practice, and to examine your beliefs about teaching and learning. **Retain notes from reflective discussions** in your practicum file to share with your professional supervisor.
- Each week, discuss with your associate teacher a **focus for your own professional development** and record this on your '**Next Steps**' sheet — template available on Canvas. At the end of the week, reflect on and record your progress with your associate teacher and identify your focus for the following week.
- During the practicum, record at least **three professional reflections** focussing on your own practice using the following framework (Brookfield, 1995; Peters, 1991; Smyth, 1989):

DESCRIBE – What happened? What did I do?

- succinctly describe what occurred

CONSIDER PERSPECTIVES – Why did I act/respond in this way? How did this make me feel? How were others affected?

- carefully consider your own and others' perspectives

UNDERSTAND – What do I now understand about myself as a teacher? What has informed my understanding?

- make links to literature, theory, and discussions with your associate teacher and other colleagues

ACT – What actions could I have taken? Why? What action will I take in future?

- consider different possible actions, then briefly outline your selected action plan

For more detail about each aspect of this professional reflection framework, refer Practicum Handbook (p.15) and relevant lecture slides posted on CANVAS. A professional reflection template is also available on CANVAS.

NB: Discuss your first reflection with your associate teacher and email it to your professional supervisor for feedback.

➤ **Reflective summary**

Prior to your end-of-practicum debrief meeting with your professional supervisor, complete a Reflective Summary considering your professional learning and development during EDPRAC 201.

Using the template provided on CANVAS document your responses to the following questions:

- What have I learnt about the role of teacher in relation to assessment and catering for diverse learners? (refer LOs. 1/2/3);
 - What specific contextual factors impacting teaching and learning have I encountered during practicum and how effective was my response to them (refer LO.4);
 - What are key areas for my development as an inquiring teacher in Aotearoa/NZ for my next practicum? (LO. 3)
- share your Reflective Summary with your professional supervisor as part of the debriefing process

Your e-portfolio and the Graduating Teacher Standards

*Refer *The Professional Portfolio* (Practicum Handbook, p.10) and *The Graduating Teacher Standards* (GTS) (Practicum Handbook, p.20)

Prior to EDPRAC 201:

- ensure your previous year's e-portfolio requirements are up to date
- familiarise yourself with the learning outcomes for EDPRAC 201 by completing Compulsory Task 1

During EDPRAC 201:

- collect and store in your practicum file all completed practicum tasks and requirements, relevant school/classroom information, **resources that you have generated**, and some examples of children's work as a result of your teaching during the practicum

Towards the end of EDPRAC 201:

- in preparation for contributing to your professional conversation, select **at least three examples from your e-portfolio** as evidence of your achievement of **Learning Outcome 2** (inclusive of the related GTS aspects)
- consider this material according to the learning outcomes/assessment criteria for EDPRAC 201 (inclusive of the related GTS aspects)
- using the assessment criteria for Learning Outcome 2 (inclusive of the related GTS aspects) as a guide, prepare brief justifications for the material you have selected
- discuss your selections and justifications with your associate teacher

Following EDPRAC 201:

- ensure that your e-portfolio is up to date with your justification linking your evidence to the relevant GTS aspects. Seek feedback.

Discussions with principal and professional colleagues

It is anticipated that during each practicum **the principal** (or her/his representative) is able to meet with student teachers to discuss the broader dimensions of school life that impact on the teaching role. You should be **prepared with questions for discussion and record a brief summary of the responses** related to such aspects as:

- the teacher's role/responsibilities within the school community
- how the New Zealand Curriculum (MoE, 2007) and key competencies are being implemented within the school
- the school policies/procedures relating to assessment (recording and reporting)
- the social, cultural, ethical and political factors that impact on decision-making and curriculum implementation
- policies/practices in place to support educational achievement of Māori and Pasifika learners
- ways the school is inclusive and responsive to diverse learners and their families/whanau (e.g. policy/ practices to provide for achievement of ESOL and special ability/needs children)
- ways the school makes connections with its community to support children's learning

You should also engage your **associate teacher and other professional colleagues** in discussions to learn about the beliefs which inform their professional actions, their classroom practices, and the teaching/learning decisions they make.

Use opportunities to discuss and record notes about:

- the variety and complexity of the teacher's role and responsibilities, i.e. activities/tasks that classroom teachers are involved in professionally within the classroom/school environment
- how the New Zealand Curriculum (MoE, 2007) and key competencies are being implemented within the classroom programme
- the implementation of school policies/procedures relating to assessment
- how teachers plan for and organise the class to optimise learning for diverse learners
- ways home-school partnerships are fostered to support children's learning

New Zealand Teachers Council Requirements – ‘Good Character and Fit to be a Teacher’ Policy (November 2007)

Student teachers should be aware that the New Zealand Teachers’ Council takes into account the following matters when deciding whether a teacher applicant is of good character and fit to be a teacher. The applicant must: (a) have a police vet satisfactory to the Council; (b) display respect for persons, for cultural and social values of Aotearoa New Zealand, for the law and for the views of others; (c) uphold the public and professional reputation of teachers; (d) promote the safety of learners within his or her care; (e) be reliable and trustworthy in carrying out duties; (f) be mentally and physically fit to carry out the teaching role safely and satisfactorily (refer <http://www.teacherscouncil.govt.nz/required/goodcharacter2007.pdf>).

Those fit to teach must, therefore, possess a range of personal qualities - some of which are listed below. It will be accepted that all who satisfactorily graduate have the required qualities. A person who is ‘Fit to be a Teacher’ should have the personal qualities to operate in four domains: in the **teaching/learning** space (e.g. classroom), in the **learning centre** (e.g. school, kohanga reo), in the **community**, and in the teaching **profession**. In each domain, a teacher will interact with **learners** (students), **parents/whanau/caregivers**, **employers**, and **colleagues**, and should at all times maintain high standards of:

Trustworthiness, to

- ☐ work independently and without supervision
- ☐ meet any reasonable requirements for the protection and safety of others
- ☐ preserve confidences

Honesty, to

- ☐ demonstrate integrity to all contacts
- ☐ respect persons and property
- ☐ report clearly and truthfully

Reliability, to

- ☐ take on responsibilities with due regard for time and place
- ☐ meet the expectations of caregivers and the learning centre when supervising learners
- ☐ accept, plan and execute a variety of tasks and professional responsibilities

Sensitivity and compassion, to

- ☐ respect other cultural and social values
- ☐ recognise and respect others as individuals
- ☐ care for the learning of those who are disadvantaged and those with learning difficulties
- ☐ demonstrate firmness when necessary

Respect for others, to

- ☐ demonstrate respect for the law
- ☐ adopt accepted codes of language, dress and demeanour
- ☐ accept and carry out collegial and employer decisions
- ☐ respect the views of others

Imagination, enthusiasm and dedication, to

- ☐ support and inspire others in their work
- ☐ generate excitement and satisfaction in learning
- ☐ engage in co-curricular tasks which expand learning opportunities
- ☐ show respect for learning and inspire a love of learning

Communication, to

- ☐ communicate easily and lucidly in the English or Māori official languages of New Zealand
- ☐ exercise discretion
- ☐ give and receive constructive criticism
- ☐ seek advice when needed

Physical and mental health, to

- ☐ carry out duties safely and satisfactorily
- ☐ show emotional balance and maturity
- ☐ display warmth and humour

Notwithstanding the above qualities, a person could be considered unfit to be a teacher if evidence was provided that as a teacher he or she had behaved in a way that was seriously unethical, irresponsible or unprofessional.

Student teachers should also be aware of the Teachers’ Council Code of Ethics/GTS
(Refer http://educationcouncil.org.nz/required/Registration_Policy_2012.pdf)

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